DOCUMENT RESUME

ED 164 750 08 CE 016 507

AUTHOR Hobart, Barry; And Others
TITLE Competency-Based Vocational Education Administrator Module. Supervise Vocational Education Personnel. Leadership and Training Series No. 58B-2.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO 498AH50193
PUB DATE Sep 77
GRANT G007501702
NOTE 63p.; For related documents see CE 016 503-511
AVAILABLE FROM National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Administrator Education; Check Lists; Human Relations; Inservice Education; Learning Modules; *Performance Based Teacher Education; Preservice Education; Staff Improvement; *Supervisory Training; *Teacher Administrator Relationship; *Vocational Education

ABSTRACT

This learning module on supervising vocational education personnel is one of six competency-based modules designed for both preservice and inservice education of vocational education administrators. It focuses upon the relationships among student learning, teacher performance, teacher motivation, and the effects of the supervisor's behavior on teacher performance. Topics include teacher motivation, sensitivity in supervision, and supervision and professionalism. Provided are four self-paced learning activities, including performance objectives, information sheets, and student self-checks with model answers provided. The fourth learning activity (to be performed in an actual setting) is to be assessed by a qualified resource person. A performance assessment form for this final activity is provided. Also contained in this module is a list of resources (materials, people) needed for the activities and a list of defined terms used in the module. This module is basically self-contained, but it is recommended that a qualified resource person guide, assist, and evaluate the learner's progress. (A final report of the project that developed these modules is available in two documents, CE 016 505-506. A guide on use of the modules is available as CE 016 507.) (JH)

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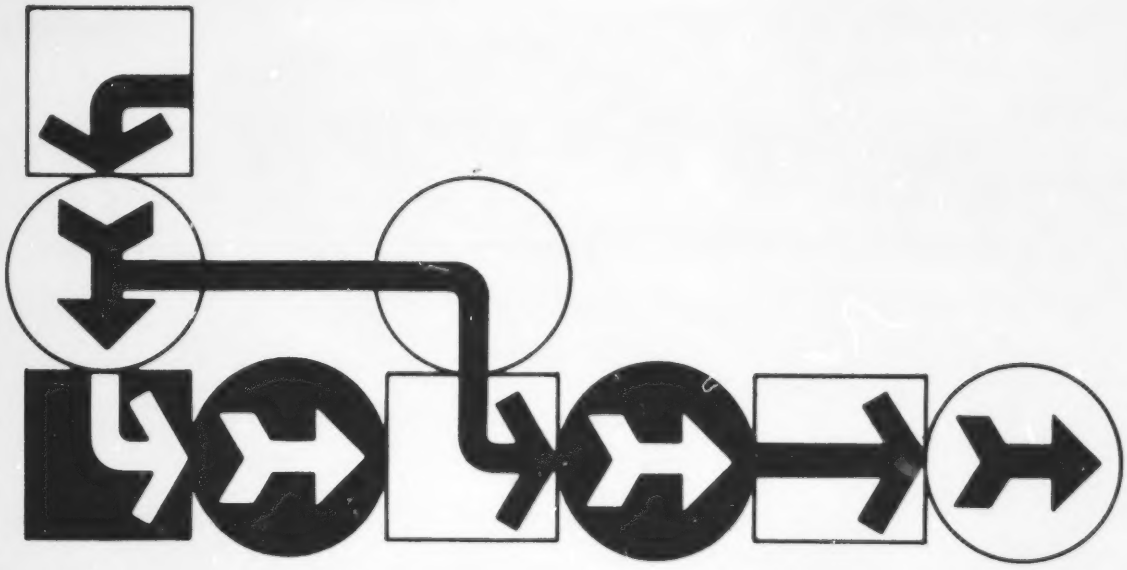
Leadership and Training Series No. 58B-2

SUPERVISE VOCATIONAL EDUCATION PERSONNEL



Competency-Based Vocational Education Administrator Module

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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- Developing educational programs and products
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- Conducting leadership development and training programs

Leadership and Training Series No. 588-2

SUPERVISE VOCATIONAL EDUCATION PERSONNEL

Robert E. Norton, Project Director
Kristy L. Ross, Program Assistant
Gonzalo Garcia, Graduate Research Associate
Barry Hobart, Graduate Research Associate

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

September 1977

The project presented/reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

Grant Number: G007501702

FOREWORD

The need for strong and competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of trained vocational administrators at both the secondary and post-secondary level. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of Part C--Research of the Vocational Education Amendments of 1968, funded The Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education."

The project had two major objectives as follows:

- To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.

- To develop and field test a series of prototypic competency-based instructional packages and a user's guide.

The identification of competencies was based upon input from a select group of experienced vocational administrators participating in a DACUM (Developing A Curriculum) workshop and the results of an extensive and comprehensive literature search and review. The merger of the DACUM and literature review task statements resulted in a list of 191 task statements that described all known functions and responsibilities of secondary and post-secondary vocational administrators. These task statements were submitted by questionnaire to a select national group of 130 experienced secondary and post-secondary administrators of vocational education for verification. Ninety-two percent (92%) of these administrators responded to the verification questionnaire and indicated that 166 of the 191 statements were competencies important (median score of 3.0 or higher) to the job of vocational administrator. For additional information about the procedures used to establish the research base upon which this and other modules in the series were developed, see The Identification and National Verification of Competencies Important to Secondary and Post-secondary Administrators of Vocational Education, available from The Center for Vocational Education.

High priority competencies were identifed and six prototypic modules and a user's guide were developed, field tested, and revised. The materials are organized in modular form for use by both preservice and inservice vocational administrators. Each module includes performance objectives, information sheets, learning activities, and feedback devices to help the module user

(learner) acquire the specified competency. While the modules are basically self-contained, requiring few outside resources, they are not entirely self-instructional. A qualified resource person (instructor) is required to guide, assist, and evaluate the learner's progress.

The titles of the modules, which reflect the competencies covered are:

- Organize and Work with a Local Vocational Education Advisory Council
- Supervise Vocational Education Personnel
- Appraise the Personnel Development Needs of Teachers
- Establish a Student Placement Service and Coordinate Follow-up Studies
- Develop Local Plans for Vocational Education: Part I
- Develop Local Plans for Vocational Education: Part II

For more information on the development and field testing procedures used, see The Development of Competency-Based Instructional Materials for the Preparation of Local Administrators of Secondary and Post-Secondary Vocational Education. For more information about the nature and use of the modules, see the Guide to Using Competency-Based Vocational Education Administrator Materials. Both of these documents are available from The Center.

Several persons contributed to the development of this module on the supervision of vocational education personnel. Special recognition goes to Barry Hobart, Graduate Research Associate, for his extensive review of the literature on the supervision of personnel and for his writing of the manuscript.

Thanks are also due to Kristy L. Ross, Program Assistant, for her editing and formatting of the module; and to Glen E. Fardig, Research Specialist, for his review and critique of the manuscript. Credit for their contributions also goes to Robert E. Norton, Project Director, for his overall guidance and final content review of the manuscript; and to James B. Hamilton, Professional Development in Vocational Education Program Director, for his guidance and administrative assistance.

Finally appreciation is also extended to Russ Gardner, Kent State University; Aaron J. Miller, Ohio State University; Don McNelly, University of Tennessee; and Charles Parker, Utah State University; who served as field site coordinators for the field testing; and to the local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement.

Robert E. Taylor
Executive Director
The Center for Vocational Education

INTRODUCTION

A major responsibility of any educational administrator is the supervision of personnel. Such supervision embraces many different responsibilities and demands the application of a variety of important personnel and other management skills.

Effective management techniques are frequently rendered ineffective because of the failure to use appropriate personnel skills in the supervision of staff. These are the skills that encourage and support teacher motivation and satisfaction, interpersonal relations among staff and administrators, and the teacher's sense of task responsibility and achievement.

The administrator's ability to apply these personnel management skills can be developed by knowing and understanding their characteristics and importance. They can also be developed through practice in applying the important principles which have been shown to support them, and through an awareness of the successes that come from applying them.

This module deals with the supervision of personnel by focusing upon the relationships among student learning, teacher performance, and teacher motivation. It considers these factors in relation to the supervisor's behavior and the effects of that behavior on teacher morale and performance.

As a vocational administrator responsible for the supervision of personnel, your role in motivating teachers and helping them to feel a real sense of responsibility and achievement will be critical to the school's achieving its goals. This module is designed to help you develop the skills necessary to enable you to supervise effectively personnel which, in turn, can lead to optimum performance by teachers.

Module Structure and Use

This module contains an introduction and four sequential learning experiences. OVERVIEWS, which precede each learning experience, contain the objective for that experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, supervise vocational education personnel. Your performance will be assessed by your resource person using the "Administrator Performance Assessment Form," pp. 65-67 *(Learning Experience IV)*.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the relationships among student learning, teacher performance, and teacher motivation *(Learning Experience I)*.

2. After completing the required reading, demonstrate knowledge of the effects of a supervisor's behavior on the performance of teachers *(Learning Experience II)*.

3. Given actual situations in which administrators are supervising staff, record and analyze the styles and procedures used in the supervision process *(Learning Experience III)*.

Resources

A list of the outside resources which supplement those contained within the modules follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

Optional

- *Reference:* Gellerman, Saul W. Motivation and Productivity. New York, NY: American Management Association, Inc., 1963.

- *A school psychologist or counselor* knowledgeable of the characteristics of motivation with whom you can consult.

Learning Experience II

Optional

- *Reference:* Gellerman, Saul W. Motivation and Productivity. New York, NY: American Management Association, Inc., 1963.

Learning Experience III

Optional

- *Reference:* Sergiovanni, Thomas J. and Robert J. Starratt. Emerging Patterns of Supervision: Human Perspectives. New York, NY: McGraw-Hill Book Company, 1971.

Learning Experience IV

Required

- *An actual administrative situation* in which you can supervise vocational education personnel.
- *A resource person* to assess your competency in supervising vocational education personnel.

Selected Terms

Administrator -- refers to a member of the secondary or post-secondary administrative team. This generic term, except where specifically designated otherwise, refers to the community college president, vice-president, dean, director; or to the secondary school principal, director, superintendent.

Board -- refers to the secondary or post-secondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Resource Person -- refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

School -- refers to a secondary or post-secondary educational agency. Except where otherwise specified, this generic term is used to refer synonomously to secondary schools, secondary vocational schools, area vocational schools, community colleges, post-secondary vocational and technical schools, and trade schools.

This module addresses task statement numbers 68, 71, 101, 102, and 105 from Robert E. Norton, et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education. (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document which were verified as important, form the research base for The Center's competency-based administrator module development.

User's Guide For information which is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document.

Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

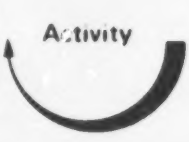
The supervision of Personnel can be lonely and frustrating...

But It doesn't have to be.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the relationships among student learning, teacher performance, and teacher motivation.



You will be reading the information sheet, "Student Learning and Teacher Motivation," pp. 9-24.

You may wish to read the supplementary reference, Gellerman, Motivation and Productivity, Parts II and III.

You may wish to interview a school psychologist to discuss further the characteristics of human motivation.

You will be demonstrating knowledge of the relationships among student learning, teacher performance, and teacher motivation by completing the "Self-Check," pp. 25-27.

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 29-30.

For information on the relationships that are important among student learning, teacher performance, and teacher motivation, read the following information sheet.

STUDENT LEARNING AND TEACHER MOTIVATION

The supervision of personnel is one of the most challenging and stimulating responsibilities facing the vocational education administrator. It is challenging because of the individual differences among teachers, and stimulating because of the rewards that come from helping people obtain greater success and satisfaction from a major portion of their lives--their occupations.

"Helping people" is an appropriate term to use in describing this type of supervision. Some people think of supervision as controlling people, organizing people, or directing people. Certainly controlling, organizing, and directing are involved; but principally, supervision is a task of helping. Most people need help from others to achieve their full potential. In their occupations they need this help to make the maximum contribution to the organization's goals. Supervising vocational personnel, then, is the responsibility of helping vocational teachers develop and use their full potential in the teaching task.

To help people effectively, we must understand them. To understand them so that we can help them, we must understand them in terms of their needs. This module will consider these needs and relate them to the task of teaching. But, the effective supervision of personnel has an additional purpose behind it. The purpose is to help the teachers achieve the school's objectives. Therefore, supervision must be considered not only in terms of the characteristics of the teaching personnel, but also in the light of the purposes of the vocational education institution.

Purposes of the Vocational Institution

The purposes of vocational education institutions are specified in terms of the performance objectives their students are expected to achieve. These objectives guide and help to maximize student learning. The supervision of teaching personnel has a similar purpose--that of helping teachers achieve maximum student learning. Supervision can be defined as the activity of interacting with teaching personnel in order to improve the quality and quantity of learning by the students. This interaction implies administrative contact with teachers that encourages and supports their motivation toward improved teaching performance, and consequently, improved student learning.

In terms of this definition, a study of the supervision of vocational personnel requires consideration of, and answers to, the following three questions.

- What relationship is there between student learning and teaching performance?
- What relationship is there between teacher performance and teacher motivation?
- What relationship is there between teacher motivation and the supervisor's behavior?

To answer the first question, we must consider those factors that affect student learning which are influenced by the teacher's performance. To answer the second question, we must consider the characteristics of human motivation that affect teaching performance. The third question requires a study of supervisory behavior in terms of its effects on teacher motivation and performance. The first two of these questions are considered in this learning experience and the third in the second learning experience of this module.

The Relationship Between Student Learning and Teacher Performance

An extensive study of factors that affect student learning concluded with the following observation.

> ...one might expect to account for from one-third to one-half of the variation in individual student measures of academic achievement by background factors that include measures of socio-economic status, family composition, student-parent relationships, race, sex, urbanism, geographic location and school and teacher variables.[1]

While a number of factors are mentioned in this quotation, one of the most significant is that of school and teacher variables. This study demonstrates the importance of this variable by citing research which states that some 53% of the variation in individual student achievement is accounted for by family background and student factors, including teacher performance.

The exact amount of variation in student achievement that can be ascribed to teacher performance is hard to determine. The

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[1]Edward C. Bryant et al., Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. (Denver, CO: National Assessment of Educational Progress, 1974), p. 133.

things that affect student learning are so intermingled that it is difficult to sort out the school factors that really make a difference. In spite of this difficulty, a careful study of the literature reveals considerable evidence that "school differences, as measured by the average SES (socio-economic status) of students, the racial mix of students, and various characteristics of the school and the teaching staff, are important in explaining differences in educational outcomes."[2]

It is encouraging to know that "various characteristics of the school and teaching staff" do make a difference in educational outcomes, for it is on this assumption that we direct so much of the nation's resources into education. What is perhaps more important is to identify the exact characteristics of the school and teaching staff which explain differences in educational outcomes. This problem is very difficult, but many studies have been directed towards its solution.

Teacher Characteristics Affecting Student Learning

The following teacher characteristics and performances were revealed in one study as affecting student achievement:

- dedication to the educability of all students
- ability to communicate
- ability to motivate
- ability to organize and manage a class
- ability to create learning experiences
- knowledge of a chosen field in which to teach[3]

An analytical study undertaken by Rosenshine and Furst (1971) examined all the research that revealed factors affecting student achievement. It revealed the following factors as the ones most significant in affecting student performance:

- clarity of presentation, including organization
- variation, including various levels of discourse, various levels of tasks, and a variety of materials and techniques

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[2]Ibid., p. 181.

[3]Adapted from Edward C. Bryant et al., Associations Between Educational Outcomes and Background Variables: A Review of Selected Literature. (Denver, CO: National Assessment of Educational Progress, 1974), p. 80.

- enthusiasm, including movement, gesture, and voice inflection
- task orientation, including businesslike procedures and achievement orientation
- student opportunity to learn, including the necessary time and instruction
- teacher use of student ideas, including such behaviors as acknowledging the student's ideas, modifying the idea, and praise
- criticism, including disapproval, rejecting behavior, and giving of academic directions
- teacher's use of structuring comments, including the use of review and signals in making transitions within a lesson
- types of questions, including "what," "where," "why," and "how," as well as those believed associated with convergent and divergent behavior
- perceived difficulty of the course, including strictness in demanding high work standards[4]

Although criticism has been made of aspects of this study, (see "Review of Educational Research," Vol. 44, No. 4), it is clear that teacher performance has a significant impact on student performance. Many of the factors mentioned previously relate directly to the teacher's classroom skills.[5] Behind the teacher's inclination to use effectively such skills is the teacher's own enthusiasm or motivation.

This factor--teacher motivation--was found to be an important element influencing student performance. A teacher's own motivation significantly determines the degree to which he or she will strive to achieve the very best professional performance. It is this performance that significantly affects student learning. The focus of the supervision of personnel, then, must first be on teacher motivation. Not only does motivation have a primary impact on teacher performance and student learning, but it also has an impact on the morale of the institution.

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[4]Adapted from Robert M. W. Travers (Ed.), Second Handbook of Research on Teaching. (Chicago, IL: Rand McNally, 1973), pp. 154-158.

[5]For information on assessing a teacher's classroom skills, you may wish to refer to the administrator education module Appraise the Personnel Development Needs of Vocational Teachers. (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977).

Morale.--The morale of an organization may be defined as the willingness of its members to work together to achieve its goals. If both teachers and students are highly motivated to achieve effective student learning, the morale of the school will be high. Both parties will be seeking to achieve their best performance, both will be obtaining satisfaction from this performance, and consequently, the morale of the institution will be high. Supervision of vocational personnel, then, must attend both to teacher motivation, and to the relationship between teacher motivation and various types of supervisory behavior. It is appropriate, therefore, to consider what has been learned about human motivation.

Teacher Motivation

We are said to be motivated when we direct our behavior towards satisfying a particular need. Fairly consistent patterns of such behavior are called motives. We can study these patterns of motivation from two aspects. First, we can consider what it is that most people strive for. That is, what is the common pattern of human needs? No administrator can effectively supervise personnel unless he/she considers their human needs, and the satisfaction of those needs. Secondly, we can consider how people behave when they are motivated.

Human Needs

A great deal of study has been undertaken on human needs. People are so different that it is easy to feel that there are as many different needs as there are people. In one sense, this is true. People vary greatly in their patterns of needs. However, the study of motivation has revealed that most people tend to be motivated by three primary personality needs. These are a need for achievement, for affiliation, and for power. Each of these needs will shape the teacher's behavior in quite specific ways. If supervisors are to be successful in motivating teachers, then they must help teachers satisfy each of these needs through their professional occupation. If a teacher's need for achievement, for affiliation, and for power are satisfied in teaching, the teacher will be enthusiastic and motivated in the job of teaching. If such needs are not satisfied by teaching, the teacher is likely to be indifferent towards teaching and unconcerned about professional development. It is necessary therefore, to consider what it is that satisfies these needs.

Need for Achievement.--When people spend time thinking about doing a better job, accomplishing something unusual and important, or advancing their careers, they are showing a need for achievement. People who have strong needs for achievement show fairly consistent patterns of behavior. If they are to have this need satisfied by teaching, then the administrator must see that teachers are professionally encouraged to demonstrate and develop

achievement-oriented behaviors. Three characteristics of this need for achievement can and should be enhanced by the school administrator if the teacher's achievement needs are to be satisfied. These are as follows.

(1) Teachers must feel personal responsibility for their job and for finding solutions to the problems in their jobs. Teachers must feel sufficient identity with, and responsibility for, their jobs if their successes are to be ascribed to their own abilities and to become part of their own achievements. If a teacher is given some significant responsibility in the school, then that teacher must be able to obtain a sense of personal achievement from being successful in that responsibility. Sometimes teachers are given responsibilities by their supervisors that do not allow for this sense of achievement. If, for example, the teacher's achievement in the responsibility is credited to the supervisor, and due acknowledgement is not given to the teacher, then the teacher will not find achievement satisfaction in the responsibility--and, in all probability, will be dissatisfied with and take little interest in the responsibility.

In light of this characteristic, supervisors need to ask themselves the following questions.

- Do I give personal responsibility to individual teachers?
- Is that responsibility clearly defined and challenging?
- Will a teacher get due reward for success in that responsibility?
- Is the responsibility within a teacher's capabilities, but also challenging to him or her?
- Would a teacher feel increased achievement by participating in professional development experiences?

One of the problems with teaching is that a student's failure is often ascribed to the incompetence of the teacher, while a student's success is ascribed to the student's own abilities. This tends to deny the teacher any real and continuing sense of achievement in a profession where achievement is a complex issue anyhow. One of your major responsibilities in supervising instructional personnel is to see that your teachers are challenged by their responsibilities, and that they enjoy a sense of achievement through success in those responsibilities.

(2) The person motivated by a need for achievement likes a task that is challenging, but not too difficult. If the task is easy or routine, the teacher is likely to be successful, but

will get little satisfaction from that success. If the task is too difficult it offers too great a possibility of failure. People motivated by a need for achievement are not gamblers. They like some risk, but that risk must be realistic and a sensible challenge to their abilities. Therefore, it is important that the teacher's responsibilities are not all so routine that there is no challenge in them. If they are, then success will give the teacher no real sense of achievement. It is easy for teachers to treat their activities as routine tasks and to slip into a "good enough" performance mode. This may offer some comfort, but it will not offer any real sense of success. One of the responsibilities of the supervisor is to help the teacher to be sufficiently creative and innovative so that teaching does not become routine.

(3) People with a strong concern for achievement want concrete feedback as to how well they are doing. It is really no accident that the symbol of the businessman in popular cartoons is a wall chart with a line on it going up or down. The problem with the profession of teaching is that such concrete results are difficult to measure, as the debates over accountability demonstrate. However, if teachers are to have their needs for achievement satisfied within the profession of teaching, then positive feedback concerning the teacher's performance and success must be given. The supervisor can offer significant positive feedback to the teacher through classroom observations and by encouraging the teachers to view videotape feedback of their own classroom performance.

This feedback, however it may come, needs to be frequent, immediate (that is, little delay between the performance and the feedback), specific (it should consist of constructive criticism on specific aspects of the performance and not generalizations), understandable, and positive (it needs to reinforce good performance and encourage rather than enforce).

Thus, achievement motivation is indicated by someone wanting to perform better. This may be demonstrated by the person seeking to out perform someone else--the strong competitive drive we see in our society. It may be demonstrated by meeting or surpassing some self-imposed standard of excellence, by doing something unique, or by striving to advance in one's career.

Need for Affiliation.--Human beings are sociable animals, as a whole, and they need and enjoy the friendship and love of others. Much human effort is directed towards satisfying this need for affiliation. Some schools offer a climate of friendship, warmth, and trust, and others don't. The type of climate that a school offers is greatly affected by the administrator's attitudes and behavior. When one thinks of the proportion of a

person's life that is spent at work--at least half our waking hours--it becomes obvious how necessary it is that the work environment satisfy, in some degree, the need for affiliation. Unfortunately, students do not always contribute to a sense of friendship and warmth in the school, and it is easy for teachers to reciprocate those attitudes. Also, much of the teacher's work is behind classroom doors, and thus isolated from others. Administrators can do a lot to encourage an atmosphere of warmth and friendship within the school, by offering their own sincere friendship and by promoting and encouraging social events and other positive interactions within the school, especially among the staff. It is important for an administrator to realize that warmth and friendship are natural occurrences among people if the conditions exist that foster them. Therefore, if this type of positive affiliation climate does not characterize a school, the administrator must determine the conditions that are preventing it. Administrators who are interested in contributing to the satisfaction of staff needs for affiliation in the school, could ask themselves the following questions.

- Am I available to the staff?
- Do I offer friendship to the staff?
- Am I interested in the staff as individuals?
- Do I demonstrate this interest to them?
- Do I encourage staff social events?
- Do I participate in staff social events?

Need for Power.--When people seek to have an impact on others they are said to be motivated by a need for power. This need may be expressed in a strong, forceful action that affects others, such as aggression. It may be demonstrated in giving help, assistance, advice, or support, even if it has not been sought by the other person. Trying to control other people through regulating their behavior or the conditions of their lives, or through seeking information that would affect another's life or actions can be an expression of this motivation. Trying to influence, persuade, make a point, or argue with another person when the concern is NOT to reach agreement, and trying to impress some other person or the world at large are other expressions of this motivation.

Teaching can be an authoritarian occupation and can provide considerable satisfaction to the teacher's need for power. However, this authoritarian use of power is a danger that teachers and administrators have to watch. The school administrator has to recognize that if teachers feel that they have no influence, no power, in their occupation, no real input into the decision-making processes, then they are likely to obtain their satisfaction for power from the classroom and in their relationships with

the students. This is generally not conducive to a good atmosphere in the school, nor to a good rapport in the classroom. A legitimate means of satisfying this need for power is for the teacher to feel a genuine measure of influence in the decision-making processes of the school. The administrator alone is able to see that the school organization is structured in such a way as to allow the teachers to have this decision-making influence and thus, obtain satisfaction from it.

If we think about the three needs that have been discussed--achievement, affiliation, power,--we can see that in some instances behavior stemming from any one of them can be disruptive and bad, and in other instances, it can be constructive and good. An excessive drive for achievement can make a person aggressive or ruthless; an excessive need for affiliation can make a person dependent; an excessive need for power can make a person domineering. These behaviors cause friction and are counterproductive. On the other hand, an appropriate level of the need for achievement can lead to professional development and fruitful accomplishments; an appropriate need for affiliation can lead to friendship and warmth; and an appropriate level of the need for power can lead to initiative and helpful support. The difference between a person's productive and/or counterproductive behavior is largely determined by the person's degree of self-actualization.

The Teacher's Self-Actualization

A person's desire to become a complete, autonomous individual is called one's desire for self-actualization. Most people want to develop their abilities to the fullest, to become all that their potential will allow. People who achieve this tend to exhibit considerable personal freedom in their behavior. This freedom stems from three basic characteristics found in self-actualized persons.

First, self-actualized people see themselves in positive ways; that is, they tend to have a high degree of self-esteem. As a consequence, they do not have a compelling need to promote themselves, prove themselves, justify themselves, protect themselves against criticism, or resort to any other of the defensive forms of behavior that people who have inferior and inadequate concepts of themselves tend to demonstrate. There is probably no greater factor determining the degree of an individual's personal freedom than his or her self-concept. We learn about ourselves through our experiences with others. An important part of that learning comes from experiences gained in the world of work. The supervisor of personnel has the privilege of being in a position to help people develop a greater sense of self-worth and personal value through achievement, reward, and acceptance at their place of work.

Beginning teachers learn a lot about themselves, their abilities, their potential, and consequently their future prospects

in the first few years of their teaching. Their professional careers are significantly influenced in these early years by what they learn about themselves and their vocational worth. If they encounter supervision that is encouraging, sympathetic, and rewarding, then their attitudes towards, and commitments to, teaching are more likely to be positive and confident.

Secondly, self-actualized people tend to be open to experience. Because they have a more positive self-concept, they tend not to be unduly afraid of failure. Such teachers will be more open to exploring new ideas, new methods, and new curricula, and will not be afraid of change and motivation. People tend to develop this openness to experience when they learn that new experiences don't hurt them and that they won't automatically fail when faced with a new experience. It is very important, therefore, that the new, enthusiastic teacher receive positive and encouraging reinforcement from the supervisor in his or her efforts, however halting, to try out new ideas and be creative.

Thirdly, the self-actualized person tends to get involved, to be committed, to be identified with whatever he or she does. A person who will not make a commitment tends to be walled off from experience. Such a person does not make the transactions with life that lead to satisfying human relationships and does not make the daily discovery of new and exhilarating learning experiences. The risk of commitment is taken only by those who have learned that commitment can be rewarding and successful and doesn't have to lead to hurt or failure. Teachers, therefore, will tend to be committed to their profession if they learn early in their careers that commitment to teaching is appreciated by those who count--their supervisors--and is rewarded.

Good supervision encourages the self-actualization of teachers, and the more self-actualized the teachers are the less they need supervision. Such teachers will tend to strive for that level of achievement that is realistic and rewarding but not hurtful to others; that level of friendship which is warm and satisfying but not dependent; and that level of power or influence that leads to a sense of significance and counting-for-something without destroying the same sense of significance and worth in others.

Having considered the three basic human needs and the forces of self-actualization behind these needs, it is now important to consider the characteristics of motivation as they effect human behavior.

Motivation and Human Behavior

There are five important aspects of human motivation. These are as follows.

(1) Human motives tend to be unique to the individual. This presents a great challenge to any person who has the responsibility to supervise the work activities of others. It would be so much easier if people made similar choices in their behavior for similar reasons; we could then predict fairly accurately how they would behave in any situation. But they don't. Even when people seem to be striving for the same goals, they are frequently doing it for different reasons. Some students cooperate with the teacher because they want to learn; other students cooperate because they want the ego enhancement of success; others want to please, or want a means to attain money, or some vocational ambition, etc. The strength of students' learning drives and their reactions to success and failure will differ markedly as a result of the different reasons behind that drive. This characteristic also holds true for teachers.

One way in which education has sought to come to grips with these differences in motivation among students is to emphasize individual differences and encourage teachers to accommodate those differences in their instructional methods and curricula. Supervisors of vocational personnel need to give similar emphasis to the individual differences of teachers. Supervisors need not only to accommodate teachers' differences in capacity, in experience, and in achievement, but also to accommodate their differences in motives--the pattern of their choices, and the reasons behind those choices.

It is easy for administrators to set up systems of management that ignore these differences in an effort to make supervision more simple. Administration is a complex task and any system that simplifies it has great attraction. However, because of the complex nature of human motivation and behavior, there is no single supervisory style that will lead to optimum effort from all workers. For example, some teachers are "loners." They prefer to be given a task and left alone to perform it. Others like considerable interaction with, and guidance from, the administrator when completing a task. The administrator needs to differentiate between such teachers and respond accordingly. Again, some teachers respond well to directions, others respond only to suggestions. Suggestions for the former will frustrate them, directions for the latter will irritate them. Supervisors must assess these individual differences and relate to the teachers in terms of these differences.

An administrator's expressed interest in a teacher's family, health, or other personal matters can be highly motivating,

and give a teacher a feeling of inclusion and belonging. Another teacher may well see such interest as an intrusion into personal affairs and be suspicious of it. Some administrators react to these differences by keeping a distant relationship with all teachers so as to be "on the safe side." It is far better if administrators can accommodate these differences in their supervisory relationships with staff so as to give more personal attention and interest to those who are motivated by such interest, and to refrain from doing so with those who are suspicious of it.

(2) Human motives vary in their strength. This means that a stronger motive will be the determinant of behavior until it has been sufficiently satisfied to allow a weaker motive to operate. So, it is not just sufficient to know the pattern of a person's motives; it is also important to know which ones are operating at any given time. If, for example, a person's need for affection has not been filled, this need is more likely to be determining the behavior of that person than it is the behavior of someone who enjoys satisfying human relationships with family and friends. We know how hunger--and other such basic needs--can command our attention and determine our actions until it is sufficiently satisfied to allow us to pursue "higher needs."

A teacher who has significant family financial responsibilities and a small income may be greatly motivated by a salary increase. The administrator's efforts to achieve such an increase for that teacher will probably result in a significant improvement in the morale of that teacher and in his or her attitudes toward the administrator. On the other hand, a single teacher with less financial demands may be quite unmotivated by a salary increase and unaffected by the efforts of the administrator to obtain such an increase. Unless this difference in motivation is understood, it is easy to call the second teacher "ungrateful," when in fact people are only grateful when others help them to achieve the goals or needs for which they are striving.

The second teacher would probably be just as grateful as the first, and be motivated accordingly, if the administrator helped that teacher achieve his or her personal goals. It may be that the second teacher would like to establish better relationships with the students, or would like to be given more challenging responsibilities. The administrator's help in achieving one of these goals may be highly motivating to that teacher and produce a similar positive increase in morale.

(3) Some motives tend to be persistent while others may be satisfied quickly. Some motives characterize a person's behavior no matter how successfully the goals of the motive are achieved. For example, a person who has a strong drive

to make money often seems so obsessed with making money that no level of success is satisfying. Motives in some people seem to become so persistent that they are never satisfied, while the same motive in another person can be satisfied and give way to the operation of other motives.

This can often irritate and disappoint administrators. For example, some teachers need constant reassurances that their performances are acceptable. Unless they receive this, they begin to doubt their achievements and resent the system which denies them this reassurance. They become uneasy and insecure in their work. If the administrator is to meet the needs of such teachers and maintain their motivation, feedback must be given that will regularly reinforce the teachers' efforts. This feedback in the form of approval, praise, and acceptance must be determined by the motivational needs of the individual teachers. These needs vary considerably from teacher to teacher.

(4) Motives are not only unique to a person, but they are also quite subjective. What satisfies a motive in one person may not satisfy the same motive in another. One person's need for ego enhancement may be well satisfied by the intrinsic rewards of student success, etc., while another may need specific recognition and praise from the supervisor. This subjectivity of motives increases the difficulty of supervising vocational teachers because the approach to supervision must be individualized in order to accommodate the individual motives of teachers.

(5) Motives are sometimes hard to identify because persons often hide the real reasons for their behavior behind more acceptable ones. If a motive such as aggression or greed is unacceptable to us, we will tend to attribute more acceptable motives to aggression or greedy behavior. Or, if a motive is completely unacceptable within our society, we may substitute an acceptable one for it; that is, we may substitute behavior that is socially acceptable as a means of satisfying the more basic motive. For example, highly aggressive sports give some people the opportunity to both satisfy and hide unacceptably high levels of aggression. A teacher's need to dominate others might be given the outward appearance of being laudable, when he or she expresses it by running a highly organized and efficient laboratory. It is important for the administrator responsible for the supervision of personnel to try to determine the real motive behind people's behavior, if there is to be success in motivating such people.

For another example, let's take the case where a teacher has strong negative attitudes toward certain ethnic groups. It is highly likely that the teacher will act in negative and hostile ways to members of that group. However, these

actions will generally be hidden behind more acceptable motives such as demands for excellence from students belonging to the particular group. In fact, the teacher is punishing the students with excessive and unfair demands.

In another situation, a teacher may resent and have feelings of hostility towards an administrator. But these feelings may be hidden behind apparent cooperativeness and even subservient behavior. Or a teacher's strong belief in, and commitment to discipline may be covering a fear and a feeling of inadequacy in relating to students. Help for such a teacher comes after recognizing the real motive behind the behavior and then helping the teacher to become more capable and confident in dealing with students.

An important determinant of how people behave when motivated is their level of maturity. This maturity varies considerably among adults. Supervisors who are to be successful in dealing with adults must deal with them in terms of their level of maturity.

Adult Maturity.--In examining the level of maturity of an individual, seven characteristics of a child's behavior can be identified, and the behavior of the adult considered, in light of these characteristics. Adults who exhibit these characteristics in the extreme are considered to be immature; those who seem to have effective control over these characteristics are said to have matured. It is important to note that we all tend to exhibit some of these characteristics; that is, any one person tends only to have a degree of adult maturity--and there is a great spread among adults.

The seven characteristics of a child's behavior, and the changes that normally occur in that behavior as a child becomes an adult follow.

(1) A child is generally passive. He or she moves to a state of increased activity as an adult.

(2) A child is very dependent on others. He or she outgrows this dependency and develops a capacity to shift for himself or herself as maturity increases.

(3) A child has a very limited repertoire of ways of behaving. As a child becomes older, he or she learns to respond to a given situation in a wide variety of ways.

(4) A child does not maintain a given interest for very long and cannot pursue that interest deeply or deliberately. As he or she matures, interest can be maintained for long periods of time.

(5) The time perspective of a child is very short. As he or she matures he or she becomes aware of both past and future, and as an adult he or she often ignores the present for the sake of either or both.

(6) A child is considered to be everyone else's subordinate. He or she develops to being an equal or even a superior of others as an adult.

(7) A child does not have a habitual set of attitudes about himself or herself. An adult thinks a great deal about the kind of person he or she is.

One can see that people who still tend to be childlike in their behavior and attitudes are going to require a type of supervision that may be suffocating to a more mature person. Unfortunately, the authoritarian attitudes and directive behavior that have tended to characterize supervision in the past have suited the more immature adult, and have tended to frustrate the more mature adult. These findings indicate the great need to supervise teachers as individuals based upon the administrator's accurate assessment of the level of maturity of each individual teacher. However, one must hasten to add that it is very easy to conceive of employees as much less mature, much less responsible, and much less motivated than they in fact, are.

As an administrator, you may find it helpful to ask yourself the following questions in assessing the level of maturity of a member of your staff.

- Does the teacher show considerable dependence on others in his/her work?
- Does the teacher frequently seem hesitant to make a decision?
- Does the teacher show a need to check out constantly all his/her decisions with the supervisor?
- Does the teacher seem rigid in responding to different situations?
- Does the teacher seem to lose interest quickly in new responsibilities?
- Does the teacher seem more concerned with the immediate present than with future development and advancement?
- Does the teacher interact comfortably with supervisors and subordinates, or does he/she seem subservient to supervisors and dominating of subordinates?
- Does the teacher seem accepting of his/her self, and display a realistic assessment of his/her characteristics and abilities?

If your responses to most of the above questions are "yes" regarding a particular teacher, or if a teacher displays any one of the characteristics to a marked degree, then it is probable that the teacher needs some help in developing a greater level of adult maturity. Patient and helpful supervision can do much to help such a teacher in this area of development.

For further information on the relationships among student learning, teacher performance, and teacher motivation, you may wish to read Gellerman, Motivation and Productivity, which discusses more fully the characteristics of human motives and the relationship between these characteristics and supervision.

You may wish to arrange through your resource person to meet with a school psychologist or counselor to discuss further the characteristics of motivation dealt with in this information sheet. In this meeting you may wish to discuss ways of assessing motivation, and appropriate ways of reinforcing motivation among teachers.

The following items check your comprehension of the material in the information sheet, "Student Learning and Teacher Motivation," pp. 9-24. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. How can high morale between students and teachers help the school to achieve its goals?

2. How was the need for achievement aroused in the teacher described in the following situation?

   The principal of a school had asked the business office teacher, Mrs. Brown, to make a presentation and arrange a display of student work at a Parent Teacher Association meeting. Because the display was of such a high quality, the principal encouraged Mrs. Brown to enter some of her students in a state competition for business office students. The principal was surprised by the amount of extra time Mrs. Brown gave to her class to help them prepare for the display and the competition. She displayed an enthusiasm that had been previously lacking in her teaching.

3. Which personal need is being satisfied for the teachers in the situation described below? How is this helping the work situation?

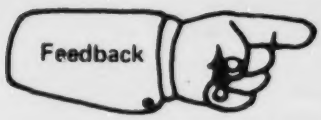
> Mr. Yates, chairperson of the T & I department, seems to be able to get the teachers in his department to do all types of extra duties. He laughingly told the principal that the teachers in his department who get the best score in the department's biweekly golf game get the extra jobs as the prize.

4. Describe what appears to be motivating each of the following seven teachers to attend the school's football game. In addition, identify which of the five aspects of human motivation are being exemplified.

> Seven teachers are attending the school's Saturday football game. Mr. Adams is anxious to be noticed at the game by the principal. Mr. Bates is really lost in the excitement of the game. Miss Johnson is anxious to meet Mr. Ahmed, the coach, after the game--hoping to be invited out again by him for supper. Mr. Darby doesn't take any interest in the game, but works at the gate collecting tickets. Ms. Ellis has a part-time job as a local newspaper photographer and is there to photograph the game. Mrs. Peabody is anxious to watch her brother play as a member of the opposing team. Mr. Thomas knows little about the game, but goes to it so that he can discuss it with the football fans in his class.

5. Compare the two teachers described below in terms of the different sources of satisfaction which they seem to want from the same activity.

> Two teachers are encouraged by their supervisor to enroll in a summer program at the university. Ms. Chan wants to read the course of study carefully to find out what exactly will be learned from it; Mr. Youngman asks the supervisor whether any salary increase can be expected from having completed the course.



Compare your written responses to the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. Morale has been defined behaviorally as the willingness of members of an organization to work together to achieve the goals of that organization. From this definition, it can be seen that the very process of teachers and students cooperating to achieve the maximum student learning is a demonstration of morale. The stronger that cooperation is, the higher the morale will be. Therefore, as teachers become enthusiastic in their work they will be more inclined to give the time and effort needed to improve their own efficiency. Also, they will be more willing to help and encourage their students to achieve their maximum capabilities. As the students become enthusiastic in their learning they will be more inclined to cooperate with the teachers, thus reinforcing the teachers' enthusiasm and morale. This mutual cooperation and enthusiasm can lead to increased student learning, which is one of the major goals of the school.

2. Mrs. Brown's need for achievement is clearly revealed in this episode. The principal gave her a chance to display her achievements as a teacher to the Parent Teacher Association and she suddenly become a motivated and enthusiastic teacher. This led to a further opportunity for recognition and approval of her teaching skills when she was asked to enter her business office students in the state competition. Mrs. Brown's teaching task received a challenge through the presentation, display, and competition. It was shown to be valued by the principal and to be of significant importance to the parent teacher group. There was clear feedback supplied through the results of the competition. Each of these factors--challenge, value, importance, feedback--has been shown to be important in arousing achievement motivation.

3. Obviously the T & I department is benefiting from the affiliation motivation developed by the chairperson's efforts to encourage meaningful social relations among the staff. Apparently the staff meets regularly for golf, and this is encouraging the development of good human relationships among them. Because the shared social activity has strengthened staff relationships, the staff members apparently are more willing to accept less popular work tasks.

4. The motive behind Mr. Adams attendance at the game is obviously a need to impress. This perhaps stems from an affiliative

need or a need for ego recognition. Mr. Bates is motivated by interest and enjoyment in the event itself. This is sometimes called an intrinsic motivation because the event itself is the source of satisfaction. Miss Johnson is motivated by a need for affiliation and hopes to have this satisfied by cultivating a closer relationship with the coach--it is to be hoped that the coach has a similar need for affiliation! Mr. Darby is motivated by a sense of responsibility to his work while Ms. Ellis is at the game to gain extra income, or perhaps to fulfill a need for achievement and recognition if photography is a strong interest. Mrs. Peabody is motivated by the interpersonal relations with a brother. Mr. Thomas is motivated by a need for affiliation in seeking to establish better relations with the class. He is also satisfying a need to achieve by seeking to succeed better in the teaching task by establishing better relations with the class. This may lead to better class motivation.

All of the teachers are obviously motivated by very different needs. They are not exhibiting the same behavior for the same reasons. Thus, the first characteristic of motivation and human behavior that is revealed is that of the uniqueness of human motives. All the teachers are doing the same thing but for quite different reasons. The second characteristic being revealed is that at least some of the teachers are hiding the real reasons for behavior behind more acceptable ones. For example, the first teacher mentioned, Mr. Adams, is probably wanting the principal to think that the reason he is attending the game is because he is interested in the school and its activities. He is really there to impress the principal.

5. It is obvious that the two teachers are looking for quite different outcomes from the same activity. Ms. Chan seems to be looking for an increase in knowledge and ability. This may be satisfying a need to achieve better standards in teaching. This teacher is seeking intrinsic satisfaction from the activity. That is, she is seeking satisfaction from the activity itself rather than some by-product from the activity. On the other hand, Mr. Youngman is looking for an extrinsic reward--some other benefit which the activity will lead to--in this case, a salary increase. The motivation for more money seems to be operating in Mr. Youngman with respect to enrolling in the summer program at the university.

LEVEL OF PERFORMANCE: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Student Learning and Teacher Motivation," pp. 9-24, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

After completing the required reading, demonstrate knowledge of the effects of a supervisor's behavior on the performance of teachers.

You will be reading the information sheet, "Supervision and Teacher Performance," pp. 33-45.

You may wish to read the supplementary reference, Gellerman, Motivation and Productivity, Part I.

You will be demonstrating knowledge of the effects of a supervisor's behavior on the performance of teachers by completing the "Self-Check," pp. 47-48.

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 49-51.

For information on the effects of the supervisor's attitudes and behavior on the performance of teachers, read the following information sheet.

SUPERVISION AND TEACHER PERFORMANCE

Introduction

In addition to considering teachers' needs and motivation, we must examine how this information relates to the supervisor's attitudes and behavior. We need to know whether certain types of supervision will motivate teachers more than others. We need to know what kind of supervision creates the best morale among teachers. We need to know what the supervisor can do to encourage maximum staff development. This information sheet reviews the specific supervisor attitudes and behaviors which are most effective in encouraging and helping teachers achieve the best possible results from their teaching.

Characteristics of Effective Supervision

Considerable research has been undertaken to establish the impact of various styles of supervision on an employee's motivation and resulting occupational performance. This research has revealed several important dimensions about the relationships between supervision and teacher performance. Elton Mayo (1945) in his famous Hawthorn studies did much to establish the importance of human relationships and personal interaction in supervision.

Sensitivity in Supervision

It is easy for supervisors to concentrate their attention so completely on the job to be done by the teacher that they neglect to appreciate sufficiently the individual needs and characteristics of the teacher as a person. Indeed, up to the time of Mayo, supervision had been defined almost completely in terms of the job to be done and was, therefore, extremely impersonal. It is the irritation that results from an excessive emphasis on the task, rather than the individual, that can so adversely affect the morale of teachers.

> Since people constitute the raw material of a school the principal must understand their motivations, aspirations, and behavior patterns. Sensitivity, empathy, and genuine concern for a person are fundamental to effective personnel management. The principal who possesses these qualities has what is known as human relations skill. He gains this skill partly through

knowledge and experience and partly as a result of a basic commitment to, and a belief in, the inherent worth of each person.[6]

Mayo established the need for supervision which was sensitive to the employee's personal and social needs. He found that employees tended to establish significant relationships with each other so as to satisfy their social needs, and that these relationships were more powerful in determining motivation than the combined strength of money, discipline, and even job security. This work led to a movement called the Human Relations School of Management. This school places emphasis on the need for supervisors to be trained in such skills as listening, understanding, and eliciting cooperation.

While some aspects of Mayo's work have been challenged, it has firmly established the fact that supervision does affect the motivation of employees. It has also established that supervision which is based upon a concern for human relations (and the factors that establish and strengthen effective human relations), will be more effective in motivating employees in their work responsibilities than supervision which ignores these factors.

These findings have some clear implications for the school administrators responsible for the supervision of personnel.

First, the administrator needs to know staff members personally. It is impossible to be sensitive to a teacher's personal and social needs unless one is close enough to the person to know, understand, and appreciate those needs. It goes without saying that the administrator will not get to know the staff while hidden behind the closed doors of an office. Thus, an administrator needs conscientiously to schedule times and procedures for interacting with individual staff members. This interaction needs to be sufficiently informal to allow for establishing personal relationships. The supervisor who takes the time to really undertand individual teachers and their concerns, will have developed the type of personal relationships which serve to motivate teachers to their maximum performance.

Secondly, in addition to knowing about the staff's needs, the administrator must also be sensitive to, and empathetic with, these needs. People's personal traits are frequently difficult to accommodate unless we understand and appreciate them. This understanding requires not only knowing, but also feeling. This feeling is the empathy felt when one projects oneself into another person's situation to appreciate that person's attitudes and

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[6]George B. Redfern, "Strengthening Principal-Staff Relations," Handbook of Successful School Administration. (Englewood Cliffs, NJ: Prentice-Hall, 1974), p. 280.

Shared decision-making

actions. Empathy is more than sympathy. Sympathy can be condescending. Empathy is a sensitivity to, and appreciation of, the teacher's right to be a fully autonomous person, and to be accepted and respected as such.

To gain this understanding of an individual, an administrator must be close enough to the teachers for them to feel confident about sharing their personal attitudes and feelings. However, it is not uncommon for administrators to protect themselves against this level of relationship with their staff, for fear of the demands it might make upon them. For instance, the general in the army finds it easier to send troops into a life or death battle if that general knows the troops only as numbers, rather than as individuals. An administrator, therefore, may seek to maintain a cold, impersonal relationship with the staff so as to be protected against the emotional costs of a more caring and sensitive attitude. This impersonal attitude, however, ignores a very important motivation factor--the inherent desire of humans to please others who are meaningful and important to them.

Teachers are naturally motivated to work hard for an administrator who has established sensitive and meaningful relationships with them. This motivation to please significant others can be an important source of energy for high performance and enthusiasm in work. Administrators are more likely to harness this energy for the good of the students and, of the school, if they practice supervision that is sensitive to the employee's personal and social needs. The importance of this sensitivity to the employee's needs has been further reinforced by the research done on employee-centered supervision.

Employee-Centered Supervision

The employee-centered type of supervision respects the autonomy of employees, trusts their capacities to assume responsibility, and allows employees to exercise initiative in their work. In contrast, a production-centered supervisor emphasizes getting the job done and often expresses attitudes that make employees feel that they are only instruments in the production process. This type of supervision is detached, non-involved, and often too rule oriented. It tends to close in on the employee and will insert itself into the responsibilities of the employee if things are being done differently from that which the supervisor thinks is best.

Research undertaken by Rensis Likert (1967) on employee-centered supervision has found the following factors to be closely associated with motivation to work:

- the amount of freedom people have to do the job the way they want to
- the extent to which people are interested in and challenged by the work they are doing

- the responsibility they feel to do a good job
- the amount of enjoyment they get from their job

For employees to work effectively together as a group, each individual must be motivated to accomplish the purposes of the group. However, they will only be motivated to the extent to which each person has a say in what goes on in the group. Therefore, groups accomplish their purposes to the fullest extent only when each individual has a strong feeling of group responsibility.

It is difficult, sometimes, for new supervisors to use employee-centered skills in their supervision because they often feel the need to appear busy, active, and "getting on with the job." This need may result in an unnecessary intrusion into the teachers' activities, or an appearance of such an intrusion. Even the appearance of an intrusion may seriously effect the teachers' reaction. The teachers' sense of professionalism is felt to be violated when supervision appears more intrusive, more directive, or closer than is consistent with professional autonomy. It is easy for an enthusiastic, "busy" supervisor to give unwittingly this impression of excessive work supervision. Such supervisors may feel that it is their responsibility to supply all the answers and, thus, be more directive (or appear more directive in an effort to be helpful) than the teachers feel necessary. The administrator, then, needs to develop skills in persuading and suggesting, rather than telling and directing. Success in such persuasion will be greatly influenced by the respect with which the administrator is held by the teachers. This respect comes from the teachers' appreciation of the administrator's sincerity, ability, and support of the teachers in their task. An essential ingredient of this sincerity is the administrator's consistency in relating to the staff.

Consistency in Supervision.--Good human relationships are established only when people feel that they know, understand, and trust each other. Essential to trust is the ability to predict a person's behavior and to act on that prediction. If the teacher becomes uncertain of the supervisor's reactions, or if the supervisor seems to treat teachers differently--or treat the same teacher differently in similar circumstances--this will prevent the development of trusting relationships between the supervisor and the teachers. This lack of trusting relationships can cause feelings of insecurity and hostility in the teachers. The administrator must be consistent in judgments and behavior, and this consistency must be seen and recognized by the teachers. This may require the administrator to give more explanation for decisions and behavior than would appear necessary at first glance.

In order to ensure consistency in the supervision of personnel, it is a good idea for the administrator to have clearly established procedures for dealing with certain problems. If teachers know these procedures and recognize that they apply to

all alike, they are more likely to accept the administrator's behavior as being consistent. However, one must hasten to add that rigidity in rules and regulations can be as frustrating and demoralizing to teachers as inconsistency. We recognize this in the common statements made about the red tape of bureaucracy. So, while it is a good practice to have well established procedures for dealing with the common issues and problems in the supervision of personnel, it is important not to be so inflexible in these procedures as to prevent the treatment of teachers in terms of their individual needs and differences. It is also important that such procedures not be allowed to deny teachers their sense of professionalism.

Supervision and Professionalism.--It has been found that tasks which create high interdependency among employees tend to require more employee-centered supervision, while those which require the employee to be more isolated and individual allow more production-centered supervision to be successful. Many successful supervisors combine elements of the employee-centered and production-centered supervision in ways that suit their own particular capacities and preferences. The important determinant of the employee's motivation is a supervisory style which enhances the employees' proprietorship of their jobs.

This feeling of "proprietorship" of the job is especially important to the teacher and cannot be emphasized too much. Many teachers are especially jealous of the professionalism of teaching and are constantly seeking to strengthen it. The essence of professionalism is this proprietorship. It is a sense of individual autonomy, responsibility, and initiative in a very important job. Supervision is the most important responsibility of the administrator in either reinforcing or denying the teacher's sense of autonomy and professionalism. Supervision that is unobtrusive and non-directive is likely to be far more successful in preserving the teacher's sense of professionalism--and indeed enhancing it--than more autocratic styles of supervision.

Supervisors can ask themselves the following questions to see whether they are meeting the goals of an employee-centered style of supervision.

- Do I give clearly defined responsibilities to the teacher?
- Are these responsibilities consistent with, but challenging to, their capabilities?
- Do I allow them to exercise their own initiative and judgments in these responsibilities?
- Do I refrain from interfering when the teacher tackles the responsibility differently from how I would?
- Do I praise the teacher for creative effort and initiative?

- Do I make provision for the teacher to reap a clear sense of achievement from success in the responsibility?
- Do teachers know what to expect from me?
- Can teachers rely on me to meet their expectations?
- Do the teachers feel close enough to confide in me?

Most teachers' desire for autonomy was further revealed by research undertaken by Frederick Herzberg (1959) to determine what factors motivate professional people to high productivity and leave them with a strong feeling of job satisfaction.

Professionalism and Employment Satisfaction

Two different sets of factors were found to affect the employee's attitudes toward work. One set of factors seemed to lead to greater effort and enthusiasm in work, and a greater productivity. This set of factors was named "motivators." The other set of factors led to a sense of satisfaction and contentment with the job. However, these factors did not lead to greater effort or enthusiasm; they did not motivate. This set of factors was called "hygienic factors." Some of these hygienic factors are pay, job security, working conditions, and good supervision. These factors have to be satisfied if the employee is to be motivated to greater effort and commitment in work. However, they do not in themselves, lead to this motivation. The factors that did motivate were the employee's opportunity to become expert in the job, to assume more responsibility, to exercise initiative, ingenuity, and to experiment.

If we consider this claim about hygienic factors and motivators carefully, we can see that many apparent contradictions about job satisfaction are explained by it. The hygienic factors must be felt to be satisfactory before the motivators can work. It is essential that such background factors as salary, supervision, and working conditions receive fair treatment before employees can be motivated to greater effort and enthusiasm. If these factors do not receive fair treatment then the employee's sense of worthiness is adversely affected. This causes employees to become embittered and antagonistic to management, or to be humbled beyond the point of caring about doing work they were formerly proud of. However, even when these factors are satisfied this does not automatically mean that the individual will respond with great enthusiasm. The employee may just lapse into a comfortable and uninspired rut. The greater effort and enthusiasm for work will come when the second set of factors--the motivators--are satisfied. Such a feeling exists, for example, when work is not merely interesting but challenging, not merely prestigeful but significant, not merely fun but adventuresome, and when the employee derives a sense of personal growth from the occupation.

For the supervision of vocational personnel, the implications of this research are apparent. It explains why some factors such as pay and working conditions, which we have come to believe are important to motivation, seem to motivate only at certain times. It also explains why some forms of supervision that are sensitive to personal and social needs, seem to motivate the employee some times, but do not seem to be effective at other times. Among professional people such as teachers, it appears that there must be a significant level of challenge and satisfaction in the task itself if the teacher is to be motivated. Thus, supervision must not only support the teacher, but it must also lead to the professional development that will allow the teacher to improve continually in the teaching task.

As already mentioned, supervision must respect the teacher as a person and be sensitive to personal and social needs if the teacher is to be motivated. But this alone, does not guarantee that motivation. Effective supervision also leads to the teacher's professional development, to helping the teacher perform more expertly, to enabling the teacher to be creative, and to giving the teacher increasing responsibility and challenge in line with the teacher's level of competence. This is the other aspect of supervision that will tend to result in highly motivated teachers.

Administrators should ask themselves the following types of questions to examine whether they are recognizing these factors in their supervision of personnel.

- Have I a comprehensive program of staff development?
- What am I doing to help staff members maximize their professional development?
- Do I regularly monitor staff teaching activities and assist them in exploring new methods?
- Do I regularly discuss with staff new ideas and methods relevant to their professional development?
- Do I encourage the staff to experiment with new ideas and methods?
- Do the staff have clearly defined responsibilities in line with their individual abilities?
- Do I see that the working conditions of the staff are as comfortable and convenient as is possible?
- Am I sympathetic to staff desires for optimum salary and working conditions?
- Do staff members know of my sympathy toward these factors?

- Do I put too much emphasis on pay and working conditions as staff motivators?
- Am I sympathetic to the staff's desire for tenure and are they conscious of that sympathy?
- Do I organize teaching loads that are seen and felt by the staff to be equitable?
- Do I ask teachers as much as possible to work in their preferred disciplines?

The following is a very important statement regarding the employee's need for professional autonomy and the need to be treated and understood as an individual.

> Management is not simply a process of making the right decision and seeing to it that the decision sticks. When the decision affects other people it may not be right--and it may not stick very well, either--if they did not contribute to it. Their contribution need only consist in a feeling that management understands them and is trying to be helpful. If that feeling is absent--worse still, if management thinks it understands its men but doesn't--the decision is likely to have no real effect or even a negative one.
>
> Understanding men means much more than knowing their names and birthdays. It means knowing their aspirations and their frustrations. It means sharing with them some of the power over their working lives that managers habitually exercise.[7]

There is no doubt that a sense of being involved in the decisions that affect one's working life is highly relevant to motivation, especially for those in professonal occupations. Yet, it is interesting to note that no matter how much evidence is accumulated to show how closely the morale of workers is related to the degree to which they are included in the decisions that affect their working lives, many administrators are still very reluctant to trust the ability of workers in this decision process. It is probable that this reluctance stems from the fact that the decision process is the clearest evidence of power--and one of the most satisfying outcomes of it. There is much evidence to indicate that people are not only ambitious to gain power, but also very reluctant to share it. Thus, some administrators are reluctant to share this power.

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[7]Saul W. Gellerman, Motivation and Productivity. (New York, NY: American Management Association, Inc., 1963), p. 62.

Involvement in the decision-making process has been shown again and again to be an important motivator for the employee. It is this involvement which gives the employee a sense of power and significance in work. This sense of power, which includes the ability to regulate working methods, to set goals and standards, and to have a role in determining rewards, has been shown by William F. Whyte (1955) to be more significant than monetary incentives.

What is being demonstrated increasingly is that people have greater potential to be motivated in their work than has been allowed for by traditional supervisory methods. Supervisors that acknowledge the ability, responsibility, and potential motivation of employees will see their task as helping the employees achieve their goals in their own ways. Such supervision requires real faith on the part of the supervisor in those who are being supervised.

Basic to the success of such supervision is an effective self-awareness on the part of the supervisor. Supervisors need to know what impressions they make on others, why their behavior affects others as it does, and what their own motives are for dealing with people. Before supervisors can deal sensitively with others, they must understand themselves.

Research pertinent to the need for self-awareness by the administrator has been undertaken by Andrew W. Halpin[8] and has revealed the need for genuineness on the part of the administrator. In his work on the organizational climate of educational institutions, Halpin found a most significant relationship between genuineness and supervision.

Genuineness and Supervision

The "organizational climate" of an institution has been found by many to be a significant factor in determining employee attitudes and motivations. This climate has been likened to the "personality" of the organization and is significantly determined by the administrator's attitudes and actions. Halpin has described the climate of schools as ranging from "open," in which there is a high degree of consideration for employees by the administration, high morale, and a clear organizational structure, to "closed," in which there is low morale, a low degree of consideration, and a high emphasis on the job rather than the employee.

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[8]Andrew W. Halpin, Theory and Research in Administration. (New York, NY: Macmillan Co., 1966), Chapter 4.

Underlying this climate, and its impact on employee attitudes and motivations, is an important factor which Halpin called "authenticity" or "genuineness." He described the importance of this factor within the organizational climate of a school in the following way.

> As we looked at the schools in our sample, and we reflected about other schools in which we had worked, we were struck by the vivid impression that what was going on in some schools was for real, while in other schools, the characters on stage seemed to have learned their parts by rote, without really understanding the meaning of their roles. In the first situation the behavior of the teachers and the principal seemed to be genuine, to be authentic, and the characters were three-dimensional. In the second situation the behavior of the group members seemed to be thin, two-dimensional, and stereotyped. Within the first situation there was enough latitude in the specification of roles to allow the role-incumbents to experiment with their roles--to work out ways of bringing their own individual style to their job and to their relations with their colleagues. In the other the roles seemed to be over-specific. The individual seemed to use his professional role as a protective cloak. The role itself and the individual's status as a teacher or a principal appeared to constitute his essential sense of identity.[9]

Halpin has found that the behavior of supervisors who are authentic, who are genuine, is more likely to be accepted--whatever their style of supervision--than that of those who are preoccupied with their role, and their position. This is obviously a very important commentary on the behavior of administrators, stemming from one of the most comprehensive pieces of research done in schools. It would indicate that not only must the administrator be concerned for the employee, but also that the concern must be genuine; it cannot be fabricated. How often is the suggestion box ignored by employees because of their belief that suggestions are not genuinely desired by management, that the system exists only to give an appearance of concern for employees' suggestions. It is not uncommon for administrators to introduce systems and procedures of management because they are "in vogue," or considered the right thing, without really believing in them. Such behavior only contributes to suspicion and lack of trust on the part of the employees.

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[9] Ibid., p. 204.

Supervision and Self-Actualization

The findings from this research and the propositions from the various theories on motivation and supervision suggest that effective supervision of personnel is that which assists in the professional self-actualization of the teacher. That is, supervision which leads to the motivation and increased skill of teachers to supervise their own professional development, to be their own constructive critic, to take the initiative, and to plan a program of activities that will result in the continual improvement of their own instructional methods and skills, is effective supervision indeed. It is the type of supervision that helps the teacher become an autonomous professional person and that satisfies the primary drive in most people to be a complete, responsible, and independent person--socially, emotionally, and professionally.

In summary, the research on supervision would indicate that there are at least three important variables operating in the supervision of personnel, and in determining the effectiveness of that supervision. The first is the nature, attitudes, motives, abilities, and maturity of the people being supervised. These vary greatly and demand individual attention. The second is the nature, attitudes, and motives of the supervisor. These also vary greatly and will operate to affect the situation whether the supervisor is conscious of it or not. The third is the style of the supervision itself, whether it is autocratic or democratic, work-centered or employee-centered, trusting or directive, sensitive to personal and social needs or insensitive, genuine or superficial and insincere. Each of these variables must be handled carefully if effective supervision is to result, and those being supervised are to be effectively motivated.

It will help you to fulfill your supervisory responsibilities effectively, if you do the following on a regular basis.

- Make a comprehensive personal file on all teachers under your supervision.
- Include data which will assist your personal as well as your professional relations with the staff.
- Make a schedule of responsibilities which you have initiated with the individual members of the staff.
- Initiate these in conference with the individual staff members--taking into account whenever possible, their personal motivations and preferences.
- Make a program to follow up those responsibilities, and to assist, encourage, and guide staff, where necessary.

- Make provision for staff to receive appropriate praise, and other rewards for the successful completion of those responsibilities.
- Make a schedule of the social activities arranged among staff to improve interpersonal relationships.
- Encourage social activities, and as much as possible, identify with them.
- Show interest, as appropriate, in the personal events of staff, such as family welfare or the arrival of children in the families of the staff, etc.
- Make a schedule of regular visits to staff classrooms and laboratories for observation of their teaching activities.
- Arrange this schedule in conference with the individual staff members.
- Make a schedule of regular conferences with individual staff members for assistance with staff development, as much as possible, using the knowledge gained from classroom visits.

For further information on the effects of the attitudes and acts of the supervisor's behavior on the performance of teachers, you may wish to read Gellerman, Motivation and Productivity, Part I, in which many of the most important studies that have been undertaken to examine this relationship are reported.

The following items check your comprehension of the material in the information sheet, "Supervision and Teacher Performance," pp. 33-45. Each of the four items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Discuss two different reasons why a teacher's motivation for better teaching performance may be increased as a result of the administrator getting to know the personal needs of the teacher.

2. Name two characteristics of professionalism and discuss the style of supervision which will enhance these characteristics in teachers.

3. Describe briefly two incidents in a teaching situation which you feel demonstrate a lack of genuineness on the part of the administrator. What would be necessary to correct the situation?

4. The following situation describes how a vocational supervisor supervised his staff. Analyze the strengths and weaknesses of the teacher's performance in relation to the motivation of teachers.

   Mr. Grant, a vocational supervisor, called a meeting of his staff to discuss his plans for a staff development program. During the meeting the staff voiced some concern about the amount of time involved in the staff development program and requested a postponement until a summer program could be organized. The supervisor insisted that as part of the program, a series of workshops should be organized to occur regularly throughout the year.

   Some of the staff expressed their reservations about the value of the proposed workshops in terms of significantly developing their teaching skills. Mr. Grant contended that if the staff approached the program with enthusiasm they would derive great benefit from it. He concluded the meeting by stating that he felt there was general agreement with the proposed program and that he felt those with reservations about it would change their attitudes after the first workshop. He then handed out to the staff copies of the staff development program with dates and titles included.

Compare your written responses to the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. A teacher's motivation may be increased when the administrator is in a position to respond to his/her personal needs and to make the teacher feel that he/she is an important person. You will notice that it was stated that the teacher's motivation "may be increased." It is not just enough for the administrator to get to know the personal needs of the teacher. He or she must respond to those personal needs by showing understanding and empathy and by being sensitive to the needs. This response of the administrator to the teacher as an individual enhances the teacher's sense of autonomy and has been shown to increase the satisfaction of professional employees.

   A second reason why the teacher's motivations may be increased is that the teacher is more likely to want to please the administrator who seeks to understand and respond to him/her. Most people seek to please those who seek to please them. The administrator who seeks to establish such a responsive relationship with the teaching staff will find that the staff is likely to respond to him/her by trying to perform their work in such a way as to please the administrator.

2. There are at least three different characteristics of professionalism which could be mentioned. They are (a) individual autonomy by which the professional feels a sense of personal freedom within the task; (b) personal responsibility by which the professional is able to exhibit personal capabilities and achievement in the task and receive approval for these; and (c) exercise of initiative in the job whereby the professional can use his/her capabilities to shape the task and achieve its goals in his/her own unique way.

   The supervision which will enhance these characteristics will be unobtrusive and non-directive, allowing for the professional to feel a sense of autonomy in the task. Clearly defined responsibilities will be given so as to allow for a sense of achievement by the teacher. The responsibilities will be sufficiently challenging to the teacher's capabilities to allow the teacher to feel that something worthwhile has been accomplished. The supervision will be sufficiently non-directive to allow the teacher to exercise initiative in the task and will reward that initiative and achievement in a

suitable way. The supervision will give considerable attention to the professional development of the teacher so as to allow the teacher to feel increasing capabilities in the task and experience greater achievements. It will also allow the teacher to experiment in the task. This will help the teacher to experience discovery and accomplishment in a way which makes the achievements of the teacher more personal and unique.

3. Many, many different situations could be mentioned here; when you have answered this question you will need to discuss your responses with your resource person. Examples of lack of genuineness will probably portray the administrator as being more concerned with what other people think than with his/her own set of beliefs and principles. He/she may seek to play the role of administrator in terms of other people's expectations rather than his or her own definition of that role. Another example of lack of genuineness can be portrayed by a type of "window-dressing" whereby procedures are implemented for appearances and are not treated seriously by the administration. For example, the administration may appear to be interested in the personal needs of the individual teachers yet make no effort to respond to those personal needs in its scheduling policies or other administrative procedures.

4. The overwhelming impression gained from this first example is that Mr. Grant is insincere. He appears to be calling a meeting of the staff to <u>discuss</u> plans for a staff development program so as to include the staff in decision-making. However, his mind is obviously made up as he pushes his plans through the meeting. His insincerity is really revealed when he hands out at the end of the meeting copies of the program with dates and titles included--a plan which should have developed <u>from</u> the meeting, but which he had obviously constructed before the meeting with every intention of making sure it was adopted. Nothing could more certainly guarantee that the teachers will be skeptical and cynical about further involvement in decision-making, and will probably be uncooperative.

   The supervisor's insistence that the staff participate in a development program will probably result in an unproductive program because they will not cooperate. The supervisor must learn that you cannot insist on enthusiasm, nor legislate respect. These are earned, and his behavior will be reaping for him the very opposite. Finally, a chairman who concludes such a meeting by stating that he feels that there was general agreement with what is obviously his point of view is portraying himself as an autocrat indeed, which is hardly the way to arouse the motivations and sympathies of the staff.

LEVEL OF PERFORMANCE: Your completed "Self-Check" should have covered the same major points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Supervision and Teacher Performance," pp. 33-45, or check with your resource person if necessary.

Learning Experience III

OVERVIEW

Given actual situations in which administrators are supervising staff, record and analyze the style and procedures used by each administrator in the supervision process.

You will be documenting your observations of the administrator and analyzing the style and procedures used in each supervisory situation.

You will be writing a critical analysis of the supervision style and procedures demonstrated by the supervisors you observed.

You may wish to read the supplementary reference, Sergiovanni and Starratt, Emerging Patterns of Supervision: Human Perspectives, Chapters 7 and 8.

Your competency in analyzing the style and procedures used by each administrator in the supervision process will be assessed by your resource person, using your completed documentation as a guide.

Obtain permission from two or more administrators to observe their administrative behavior when involved in situations which require that they supervise personnel. It may be easier and preferable for you to observe two or more administrators from <u>different</u> schools so that you may observe different aspects of the administration in each of the schools involved.

Review the "Record of Supervision," pp. 57-59, before you observe each administrator's performance in order to ensure that you know what to look for during each supervisory situation. However, do not use this form during your observation; rather make mental or written notes in an unobtrusive manner.

Observe each supervisory situation. If you are attending a staff meeting or similar function, you may wish to record the meeting on audiotape. However, be sure it is done in an unobtrusive manner, and that you obtain <u>prior</u> permission from the administrator.

To supplement the supervisory process which you observe in each situation, obtain permission to interview one or two staff members concerning the various elements of the supervisory process utilized in their respective schools. In addition, collect relevant school documents such as bulletins, handbooks, notices, etc., which can be used as material for your analysis of supervision styles and procedures.

While completing this activity you should be careful <u>NOT</u> to:

- take notes in an obvious way which people may find threatening
- make any recording of conversation or meetings which have not been agreed to
- use a visible rating scale or checklist
- give the impression that you are evaluating a particular person rather than analyzing administrative procedures
- make hasty judgments about procedures being used before you have gained all the necessary information about them

RECORD OF SUPERVISION

I. How does the administrator delegate responsibility to the staff?

In recording and analyzing this aspect of supervision you may find it helpful to answer some or all of the following questions.

- How are staff consulted in delegating responsibilities?
- How are the responsibilities matched to the capacities and interests of individual staff members?
- How does the administrator give continuing supervision to delegated responsibilities?
- What indication is given staff members about the standards of performance to be reached?
- What sort of feedback do staff members receive about their performance?
- What system exists for staff in general to know the responsibilities of individual staff members?
- What sort of rewards are given staff members for successful performance?

II. How does the administrator include staff in the decision-making processes in the school?

In recording and analyzing this aspect of supervision you may find it helpful to answer some or all of the following questions.

- How frequently are staff meetings scheduled?
- How is the agenda for such staff meetings determined?
- How are staff encouraged to contribute to meetings?

- How are disagreements and opposition to the administrator's suggestions handled?
- How are the conclusions from a staff meeting arrived at and implemented?
- How are staff informed of the major decisions that are to be made in the school?
- What procedures exist for staff to give suggestions and ideas about those decisions before they are made?
- How do staff know whether their ideas are considered seriously when important decisions are made by the administration?
- What freedom is given staff to initiate new ideas and to experiment in their professional responsibilities?
- How are staff informed of major decisions which have been made and the reasons for those decisions?
- What are the channels of communication existing between the administration and the staff, and between the staff and the administration?

III. How does the administrator encourage positive interpersonal relations?

In recording and analyzing this aspect of supervision you may find it helpful to answer some or all of the following questions.

- How much contact does the administrator have with staff members?
- How frequently does the administrator mix informally at coffee breaks or lunch with the staff?
- How does the administrator encourage social activities among the staff?

- How available is the administrator to staff for discussion of professional and/or personal problems?
- What level of friendship and social interaction exists among the staff?
- What are the procedures for staff to arrange meetings with the principal?
- What social committees exist and how active are they?
- What support do social functions receive from staff and the administrator?
- How visible is the principal to staff and students in the school during the day?
- How well does the administration seem to know the personal feelings and concerns of the staff?
- How does the administration respond to the personal feelings and concerns of the staff?

Based upon your notes and the questions given in the "Record of Supervision," pp. 57-59, write a critical analysis of each of the supervisory situations you observed. In analyzing the situations, consider what has been shown to be important to the teacher's need for achievement, power, and affiliation. You should also consider the characteristics of human motives and how the style and procedures of supervision which you have observed accommodate or contradict those characteristics. When writing your analysis be sure to consider carefully the characteristics of supervision which have been demonstrated to support and encourage teacher motivation.

You may wish to read the supplementary reference, Sergiovanni and Starratt, Emerging Patterns of Supervision: Human Perspectives, Chapters 7 and 8, in which you will find further analysis of styles and procedures of supervision which lead to improved teacher motivation and teacher satisfaction.

Present your documentation and analysis of the administrative supervisory situations which you observed, to your resource person for his/her assessment. Your analysis should have demonstrated understanding of the main principles of the supervision of personnel and recognition of the effective or ineffective application in the school situation. If your resource person feels that major elements of these principles have not been included in your written analysis, review the information in the information sheets, and consult with your resource person to determine what additional activities you need to complete in order to reach competency in the weak area(s).

Learning Experience IV

FINAL EXPERIENCE

While working in an actual administrative situation, supervise vocational education personnel.

As you fulfill your administrative duties, decide on the styles and procedures of supervision which you believe to be appropriate for various situations in which you are supervising vocational education personnel. This will include:

- delegating responsibilities
- including staff in decision-making
- encouraging positive interpersonal relations among staff
- meeting the personal needs of individual staff members

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review your completed documentation.

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 65-67. Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in supervising vocational education personnel.

Name _____

Date _____

Resource Person _____

Rate the administrator's level of performance on each of the following performance components involved in supervising vocational education personnel. Indicate the level of the administrator's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Supervise Vocational Education Personnel

In giving responsibilities to the staff, the administrator:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. clearly defined those responsibilities..						
2. worked out the responsibilities in collaboration with the staff member(s).....						
3. gave responsibilities that were challenging to the staff member(s).....						
4. explained clearly the standards of performance expected.....						
5. showed continued interest in the teacher(s) progress in fulfilling the responsibility.....						
6. gave feedback to the staff member(s) to assist that person in achieving success in the responsibility.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
7. gave praise and approval to the staff member(s) for successful completion of the responsibility.....						
8. did not interfere unnecessarily with the staff member(s) in fulfilling the responsibility.....						
9. allowed the staff member(s) to acknowledge success in the responsibility.....						
<u>In including the staff in the decision-making processes, the administrator</u>:						
10. scheduled frequent staff meetings.....						
11. enabled teachers to contribute to the agenda of the staff meetings.....						
12. sought suggestions and input from teachers for the staff meetings.....						
13. responded appreciatively to teachers' suggestions and contributions.....						
14. responded positively to viewpoints different from his/her own.....						
15. initiated procedures in the school to encourage staff suggestions and input into decision-making.....						
16. established clear channels of communication with the staff to keep them well informed of decisions and events.....						
17. allowed staff sufficient freedom to experiment in their teaching activities.						
18. informed staff of major decisions which were to be made.....						
19. encouraged staff to express opinions on those major decisions before they were made.....						
20. informed staff clearly of major decisions made and the reasons for those decisions.....						

In encouraging interpersonal relations within the school, the administrator:	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
21. showed a friendly manner towards the staff (for example, greeted members of staff by name, chatted with them informally on occasions, etc.).....						
22. showed interest in the personal circumstances of the staff, and inquired into those circumstances when relevant, (for example, inquired about the health of staff families, the birth of babies, the success of staff in hobbies, sports, or other interests).....						
23. promoted social interactions and social functions among the staff.....						
24. attended staff social functions regularly.....						
25. interacted with staff informally at coffee breaks and lunch hours.....						
26. was readily available to the staff for consultation and conference.....						
27. was visible to staff and students daily within the school.....						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and the resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).